PRIORITIES IN TEACHER REGISTRATION, PROFESSIONAL DEVELOPMENT AND CORE EDUCATIONAL OUTCOMES

A Public Interest Synthesis of Official Information Requests, Institutional Responses, and Structural Concerns

Documenting the Weighting of Cultural Competency Requirements versus Core Pedagogy, Subject Knowledge and Student Achievement in New Zealand Teacher Education and Registration Systems

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This document is prepared as a public interest record for long-term archival. It collates Official Information Act requests, institutional responses, and analysis concerning priorities in teacher registration and professional development.

Abstract

This paper synthesises a series of Official Information Act (OIA) requests lodged with the Ministry of Education and the Teaching Council of Aotearoa New Zealand between June and July 2026, together with the institutional responses received and broader structural observations regarding teacher registration, the Teacher Education Refresh (TER) programme, and professional development priorities. The central concern is the relative weighting given to cultural competency, Treaty of Waitangi content, and culturally responsive practice compared with core pedagogy, subject knowledge, literacy, numeracy, and measurable student achievement.

New Zealand continues to experience a teacher shortage alongside multi-year declines or stagnation in literacy and numeracy outcomes. At the same time, highly experienced teachers seeking to return to the profession — including those with doctoral qualifications and decades of tertiary and secondary teaching experience — are required to complete programmes that place substantial emphasis on cultural and Treaty-related content. The Ministry of Education has responded to detailed requests for analysis of these priorities by combining requests and asserting that they are too broad under section 18(f) of the Official Information Act, thereby delaying substantive transparency.

On 22 July 2026 the Teaching Council provided a formal response stating that no teacher has been declined or significantly delayed on the specific cultural endorsement requirement, that no separate weighting formula exists, and that professional development content is the responsibility of the Ministry of Education. This official position sits in tension with the practical experience of experienced returning teachers who have been required to complete programmes heavily focused on cultural content in order to regain full registration and appropriate pay.

This document records the requests made, the responses received, and the public interest rationale for continued scrutiny. It is intended as a durable public record of institutional priorities and the obstacles to obtaining clear information about their relationship to core educational outcomes.

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1. Introduction and Public Interest Rationale

Education is the primary mechanism by which a society transmits knowledge, skills, and the capacity for independent thought to the next generation. When the systems that train and register teachers systematically prioritise certain ideological and cultural frameworks over subject mastery and pedagogical effectiveness, the long-term consequences for productivity, social cohesion, and individual opportunity are significant.

New Zealand's performance in international assessments of literacy, numeracy, and science has been a matter of sustained public concern for over a decade. Concurrently, the country faces a well-documented teacher shortage. In this context, the design of teacher registration pathways, the content of the Teacher Education Refresh (TER) programme, and the relative weight given to cultural competency versus core teaching competence become matters of legitimate public interest.

This paper does not argue against the value of cultural understanding or Treaty education in appropriate contexts. It argues that the current institutional design appears to treat cultural competency requirements as near-mandatory gatekeeping criteria for registration and re-registration, including for highly experienced practitioners, while clear evidence that this emphasis improves core student outcomes remains difficult to obtain from the responsible agencies.

The purpose of this document is threefold:

1. To place on the public record the specific Official Information Act requests made to the Ministry of Education and the Teaching Council in mid-2026.
2. To document the institutional responses, including the use of section 18(f) refusals, request combination, and the formal position taken by the Teaching Council.
3. To synthesise the structural concerns arising from the available evidence regarding priorities in teacher education and registration.

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2. Background: Outcomes, Shortage, and Institutional Direction

2.1 Student Achievement Trends

Publicly available data and successive reports have documented concerning trends in New Zealand student achievement, particularly in literacy and

numeracy. International assessments such as PISA have shown relative decline or stagnation over multiple cycles. Domestic measures of NCEA performance and foundational skills have likewise raised questions about whether current system priorities are delivering the core competencies required for further education, employment, and civic participation.

These trends matter because literacy and numeracy are foundational. Weakness in these areas compounds across a lifetime and constrains both individual opportunity and national productivity. Any institutional prioritisation that displaces time, attention, or professional development resources away from these foundations requires strong evidence of net benefit.

2.2 Teacher Supply

New Zealand has experienced persistent teacher shortages in multiple subjects and regions. In such an environment, barriers to the re-entry of experienced teachers are particularly costly. Highly qualified practitioners who have left the classroom for periods of tertiary teaching, family responsibilities, or other professional work represent a potential rapid source of capability. Requirements that force such individuals through extended programmes focused heavily on cultural and Treaty content, rather than recognising prior high-level teaching competence, warrant close examination.

2.3 The Evolution of Professional Standards

Key policy documents have progressively embedded cultural competency and Te Tiriti o Waitangi partnership as central elements of teacher professional standards. Notable milestones include:

- 2010 Registered Teacher Criteria — early formalisation of expectations regarding Treaty partnership and cultural responsiveness.
- 2011 Tātaiako: Cultural Competencies for Teachers of Māori Learners — a highly influential framework that defined specific cultural competencies expected of teachers.
- 2017 Our Code, Our Standards — made Te Tiriti o Waitangi partnership an explicit standard for the profession.
- Education and Training Act 2020 — strengthened legal obligations on education agencies regarding Te Tiriti.

These developments have been accompanied by the integration of related content into Initial Teacher Education, the Teacher Education Refresh programme, and registration and re-registration processes. The cumulative effect is that cultural and Treaty-related requirements now form a substantial and often non-negotiable component of the pathway into and back into the teaching profession.

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3. The Teacher Education Refresh Programme and Experienced Teachers

A concrete illustration of the current institutional approach is the treatment of experienced and returning teachers under the Teacher Education Refresh (TER) programme.

In one documented case (anonymised for privacy), a teacher holding a PhD, with approximately 25 years of teaching experience including extensive tertiary lecturing at a major New Zealand university and secondary teaching at established schools, was required to complete the full TER programme in order to return to classroom teaching. The programme structure included substantial components focused on culturally responsive and relational practice, Te Tiriti o Waitangi content, and related frameworks. These elements formed a core part of the required training alongside, and in some respects appearing to take precedence over, core pedagogy and subject-specific teaching skills.

This case is not presented as unique. It illustrates a structural feature of the current system: prior high-level teaching competence and advanced subject expertise do not appear to generate significant exemption or acceleration when the returning teacher has been away from the school classroom for a period. The system treats cultural competency modules as essential gatekeeping content even for practitioners whose professional records demonstrate substantial capability.

In a context of teacher shortage, this design has opportunity costs. Experienced teachers who could otherwise re-enter relatively quickly are instead required to invest time and resources in content that may have limited additional value for their specific subject and pedagogical strengths. Whether this trade-off is justified by measurable improvements in student outcomes is a question the responsible agencies have been asked to address through Official Information Act requests.

The Teaching Council’s formal position (22 July 2026) that no teacher has been declined or significantly delayed on the specific te reo me ngā tikanga Māori endorsement sits in tension with the practical experience of experienced returning teachers. Highly qualified practitioners have been required to complete Teacher Education Refresh programmes in which cultural competency and related content form a substantial, and in some cases dominant, component. Without completing such programmes, full registration and appropriate pay rates have been withheld. This gap between the official “developmental and supported” framing and the practical barrier experienced by returning teachers is a central concern of this synthesis.

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4. Official Information Act Requests and Institutional Responses

4.1 Requests Lodged

Between 23 and 25 June 2026, a series of targeted Official Information Act requests were lodged with the Teaching Council of Aotearoa New Zealand and the Ministry of Education. The requests sought:

1. Details of the current criteria and weighting used in assessing teacher registration and re-registration, specifically the balance between subject knowledge/curriculum delivery and cultural competency/Treaty of Waitangi requirements.
2. Copies or summaries of mandatory or recommended professional development modules relating to cultural competency or Treaty principles.
3. Data on the number of registration or re-registration applications declined or significantly delayed due to failure to meet cultural competency or Treaty-related requirements (2021–2025).
4. Any analysis examining the relationship between current teacher professional development priorities and measurable student achievement in literacy and numeracy.
5. Documents showing how the Ministry prioritises and allocates funding for teacher professional development, particularly the split between cultural competency/Treaty programmes and those focused on core curriculum, literacy, and numeracy.
6. Analysis of trends in student achievement in literacy and numeracy and factors the Ministry considers contributory.
7. Specific details of requirements placed on experienced or returning teachers under the TER programme, including the proportion of content relating to cultural competency versus core pedagogy and subject knowledge.
8. Any assessment of the impact of current registration and TER requirements on teacher supply and the ability of experienced teachers to return to the profession.

4.2 Ministry Response: Combination and Section 18(f)

The Ministry of Education combined multiple requests into a single request (GEMS-48873) under section 18A of the Act. It then advised that the combined request was very broad in nature and scope, and that identifying, collating, and reviewing the material would require substantial collation and research. The Ministry indicated that the request as framed was likely to be refused under section 18(f) of the Official Information Act and invited refinement specifying smaller timeframes, specific individuals, or subject areas.

This response is a recognised institutional technique. Combining requests and then asserting breadth under section 18(f) places the onus back on the requester to narrow the scope, often repeatedly, while the agency avoids

providing substantive information on sensitive policy priorities. The practical effect is delay and fragmentation of the public record.

A refined request focusing specifically on experienced and returning teachers, the TER programme weighting, impact on teacher supply, and any evaluation of the balance between cultural competency content and core teaching skills was subsequently prepared. As of the date of this updated document, substantive responses to the refined questions remain outstanding.

4.3 Teaching Council Response (22 July 2026)

On 22 July 2026 the Teaching Council provided a formal response under the Official Information Act. The Council stated that:

- The criteria used for registration and certification are those set out in the publicly available "Requirements for Teacher Registration, Practising Certificates, and Limited Authority to Teach".
- Endorsement is carried out by principals or professional leaders using the Endorser Guidelines. The Council does not apply any separate formula that balances subject knowledge or curriculum delivery against cultural competency or Treaty of Waitangi requirements; these are assessed together as part of the endorser's overall professional judgement.
- Responsibility for providing or recommending professional development sits with the Ministry of Education. Cultural competency and Treaty expectations are embedded directly in the Code of Professional Responsibility and Standards for the Teaching Profession. There is no stand-alone professional development module on these matters that forms part of registration or certification requirements.
- No teacher has been declined or significantly delayed in obtaining registration or certification in relation to the endorsement requirement: "The teacher has continued to develop and practise te reo me ngā tikanga Māori while practising as a teacher." This is described as the only mandatory registration or certification requirement that specifically relates to cultural competency or Treaty matters. The Council characterises the requirement as developmental and supported rather than a hard pass/fail gate.
- The Council has not identified any evidence that cultural competency or Treaty of Waitangi requirements are affecting teacher supply. Monitoring of teacher supply is stated to be the legislative responsibility of the Ministry of Education.

This response is significant. It formally places on the public record the Council's position that no teachers have been declined or delayed on the specific cultural endorsement, that no separate weighting formula exists, and that professional development content is the Ministry's responsibility. At the same time, it does not engage with the practical reality that cultural competency expectations remain embedded throughout the Standards and the

endorsement process, nor with the experience of highly qualified returning teachers being required to complete programmes heavily focused on cultural content in order to regain full registration and pay.

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5. Structural Analysis

5.1 Opportunity Cost

Every hour of professional development or registration requirement directed toward cultural competency content is an hour not available for deepening subject knowledge, refining explicit teaching techniques, or addressing specific gaps in literacy and numeracy instruction. In a system with finite time and resources, prioritisation is inevitable. The question is whether the current prioritisation is supported by evidence of improved core outcomes.

5.2 Gatekeeping and Ideological Compliance

When cultural competency modules become effectively mandatory for registration and re-registration, including for highly experienced practitioners, they function as a form of professional gatekeeping. Practitioners who question the proportionality of these requirements, or who prioritise subject mastery, risk being positioned as resistant to Treaty obligations or culturally insensitive. This dynamic can suppress open professional debate about the optimal balance of content in teacher education.

5.3 Transparency and Accountability

The Ministry’s reliance on section 18(f) and request combination, rather than providing available analysis or acknowledging the absence of such analysis, reduces transparency. If robust internal evaluations exist demonstrating that the current weighting of cultural competency content is improving literacy, numeracy, and overall student achievement, those evaluations should be readily producible. If they do not exist, that fact itself is material to public assessment of institutional priorities.

The Teaching Council’s formal response further illustrates the limits of current transparency. By stating that no teachers have been declined or delayed and that professional development content sits with the Ministry, the Council has clarified its own position while simultaneously directing scrutiny toward the Ministry.

5.4 Broader Implications

Weak foundational skills in literacy and numeracy have downstream effects on productivity, employability, and the capacity of citizens to engage critically with complex information. An education system that systematically elevates certain cultural and ideological frameworks while core academic outcomes stagnate or decline is not neutral in its effects. Over time, it shapes the

cognitive and cultural environment in which subsequent policy debates take place.

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6. Intent and Method of This Documentation

The OIA requests and this synthesis are motivated by a straightforward public interest concern: that the systems responsible for preparing and registering teachers should be demonstrably oriented toward producing practitioners capable of lifting student achievement in the foundational domains of literacy, numeracy, science, and related core subjects.

The method adopted is deliberate documentation. By lodging precise, professional requests, refining them when required, and maintaining a clear record of institutional responses, a durable paper trail is created. This trail can be used by Members of Parliament, analysts, journalists, parent groups, and future researchers. It also provides a basis for potential escalation to the Office of the Ombudsman should the pattern of delay and partial response continue without adequate justification.

This work does not seek to dismantle cultural education or disrespect Treaty relationships. It seeks proportional, evidence-based prioritisation that does not treat core academic competence as secondary to ideological compliance.

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7. Consideration of Complaint to the Ombudsman

A complaint to the Ombudsman is a legitimate option where an agency’s handling of Official Information Act requests appears unreasonable, excessively delayed, or characterised by bad-faith narrowing tactics. In the present case, the Ministry’s combination of requests followed by a section 18(f) indication constitutes a common but frustrating institutional response.

However, escalation to the Ombudsman is most effective when the requester has already refined the request in good faith and the agency has continued to obstruct or provide inadequate answers. Premature complaint can result in the Ombudsman simply directing further refinement. The current strategy — refining the request to focus tightly on experienced teachers, the TER programme, and outcome evaluations, then documenting the subsequent response — remains the appropriate next step. Should the Ministry continue to avoid substantive answers, a well-documented complaint will be stronger.

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8. Conclusions and Recommendations

The available evidence indicates that New Zealand’s teacher registration and professional development systems place substantial and in some cases primary emphasis on cultural competency and Treaty-related content. This emphasis applies even to highly experienced returning teachers. Concurrently,

core student outcomes in literacy and numeracy remain a serious concern, and teacher shortages persist.

The Teaching Council has formally stated that no teachers have been declined or delayed on the specific cultural endorsement and that professional development content is the Ministry's responsibility. The Ministry has not yet provided clear analysis demonstrating that the current balance of priorities is improving core academic results. Its handling of Official Information Act requests on these matters has prioritised procedural delay over transparency.

Recommendations flowing from this synthesis include:

(a) The Ministry and Teaching Council should publish clear, quantitative information on the proportion of TER and registration requirements devoted to cultural competency versus core pedagogy and subject knowledge. (b) Differentiated or accelerated pathways should be developed for experienced teachers with demonstrated high-level competence, reducing unnecessary barriers to re-entry during a period of shortage. (c) Any claim that current professional development priorities are lifting literacy and numeracy outcomes should be supported by transparent, publicly available evaluation evidence. (d) Parliamentary scrutiny, including written questions and select committee examination, should continue to press for clarity on these priorities.

This document is placed on the public record so that the requests made, the responses received, and the underlying concerns are preserved for ongoing accountability and future analysis.

Appendix A: Chronology of Key Official Information Act Correspondence

Note: The following summarises the principal requests and responses. Full email texts are retained by the author and form part of the underlying record.

A.1 Teaching Council Request (23 June 2026) Request for current criteria and weighting of professional standards (subject knowledge/curriculum delivery versus cultural competency/Treaty requirements); copies or summaries of mandatory or recommended cultural competency modules; data 2021–2025 on applications declined or delayed due to cultural competency or Treaty-related requirements; and any internal analysis of impact on teacher supply.

A.2 Teaching Council Response (22 July 2026) Formal response received. Council stated that no teachers have been declined or significantly delayed on the specific te reo me ngā tikanga Māori endorsement; that no separate weighting formula exists; that cultural expectations are embedded in the Standards; and that professional development content is the responsibility of

the Ministry of Education. The Council reported no evidence of impact on teacher supply.

A.3 Ministry of Education — Initial Requests (23–25 June 2026) Multiple requests covering professional development priorities and funding allocation; relationship between PD priorities and literacy/numeracy achievement; curriculum time allocation between core subjects and cultural competency content; trends in student achievement; evaluation of structured/explicit teaching approaches; and detailed questions on the TER programme and requirements for experienced/returning teachers.

A.4 Ministry Combination and Section 18(f) Indication (GEMS-48873) The Ministry combined the requests under section 18A and advised that, as framed, they were very broad and likely to be refused under section 18(f) due to substantial collation. The requester was invited to refine the request.

A.5 Refined Request Focus Subsequent refinement concentrated on: (1) current requirements and weighting for experienced/returning teachers under the TER programme; (2) data on numbers required to complete full TER or additional cultural modules; (3) any analysis of impact on teacher supply and retention; and (4) any evaluation of whether the current balance of cultural competency content versus core teaching skills supports improved student outcomes in literacy, numeracy, and core subjects.

A.6 Status at Date of This Updated Document (23 July 2026) Teaching Council response received and incorporated. Substantive responses from the Ministry of Education to the refined questions remain outstanding. The record of requests and institutional responses is maintained for potential further refinement, parliamentary use, or Ombudsman complaint should obstruction continue.

Document Control

Author: Jared White Date: July 2026 (Updated 23 July 2026) Purpose: Public interest record and synthesis for archival and accountability purposes. Status: Living document — updated following receipt of the Teaching Council response of 22 July 2026. Further updates will be made as Ministry responses are received.

This document may be freely archived, shared, and cited. It is intended as a contribution to transparent public debate on the priorities of New Zealand’s teacher education and registration systems.